

No Child Left Behind Act (2001)

... the participation in such assessments of all students (Section 1111 [3] [C] [i]). (The term “such assessments” refers to a set of high-quality, yearly student academic assessments). The reasonable adaptations and accommodations for students with disabilities (as defined under section 602[3] of the Individuals with Disabilities Education Act) necessary to measure the academic achievement of such students relative to State academic content and State student academic achievement standards (Section 1111 [3] [C] [iii]).

Stronger accountability for results is one of the four basic education reform principles contained in NCLB. This law complements the provisions in IDEA by providing public accountability at the school, district, and state levels for all students with disabilities. There are several critical elements in NCLB that ensure schools are held accountable for educational results so that the best education possible is provided to each and every student. Academic content standards (what students should learn) and academic achievement standards (how well they should learn) in reading and mathematics (with science added in 2007-08) form the basis of state accountability systems. State assessments are the mechanism for checking whether schools have been successful in teaching students the knowledge and skills defined by the content standards. As of 2005-06, states must provide assessments in reading/language arts and mathematics for all students, including students with disabilities, in grades 3-8 and once in high school. By 2007-08, states must provide science assessments in grade spans.

School accountability is based on measuring each school's success in educating all of its students. The accountability system is defined in terms of Adequate Yearly Progress (AYP), a way to measure the improvement in achieving standards for all students each year. Schools and states are held accountable for improvements on an annual basis by public reporting (as well as individualized reporting to parents) and ultimately through consequences if adequate results are not achieved.

***Additional information to use with Slides 2, 6**

Individuals with Disabilities Education Improvement Act of 2004 (IDEA)

IDEA specifically governs services provided to students with disabilities. Accountability at the individual level is provided through IEPs developed on the basis of each child's unique needs. IDEA requires the participation of students with disabilities in state and district-wide assessments.

IDEA states:

Children with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations, where necessary (Section 612 [a] [16] (A)). The term 'individualized education program' or 'IEP' means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes...a statement of any individual modifications in the administration of state or district-wide assessments of student achievement that are needed in order for the child to participate in such assessments; and if the IEP team determines that the child will not participate in a particular state or district-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the child; and how the child will be assessed (Section 614 [d] [1] [A] [V] [VI]).

ASSESSMENTS FOR ACCOUNTABILITY

Participation in standards-based instruction and assessment of achievement through the use of large-scale assessments is now recognized by state and district policymakers, educators, and parents as a critical element of equal opportunity and access to education. Assessments for accountability measure how successful schools are in including all students in standards-based education, how successful instructional strategies are in helping all students achieve at high levels, and what specific curriculum and instructional areas need improvement for specific groups of students.

Inclusion of students with disabilities in state assessments is required to hold schools accountable for the academic achievement of all students. In many cases, students will need accommodations to access grade-level state assessments. However, for students with significant cognitive disabilities, alternate assessments may be needed.

***Additional information to use with Slide 2**

Missouri Show-Me Standards

<http://www.dese.mo.gov/standards/>

In order to get students with disabilities involved in standards-based instruction, every IEP team member needs to become familiar with state and district academic content standards. Most state education agency websites contain basic information about the state standards. As a facilitator, be familiar with your state's content standards and assessments.

Learning about standards is a critical and often a huge step for special educators and related services providers who may not have been involved in training and development on standards in the past. When assumptions are made that a group of students will be excluded from a district's standards, assessments, and accountability system, assumptions are also made that the staff who work with these students have no need to know about this system. These assumptions can further separate the education of these students and reduce even more the perceived value of their education.

All students with disabilities can work toward grade-level academic content standards. Most students will be able to achieve these standards when three conditions are met: Instruction is provided by teachers who are qualified to teach content areas addressed by state standards and who know how to differentiate instruction.

IEPs ensure the provision of specialized instruction (e.g., specific reading skills, strategies for "learning how to learn").

- Accommodations are used to help students access grade-level instruction and demonstrate achievement through assessment. Selecting and using accommodations is the focus of the *Accommodations Manual*.

CHANGING ROLES OF GENERAL AND SPECIAL EDUCATION TEACHERS

In the past few years, important developments have occurred that have signaled changing roles for both general and special education personnel. For example, a national Professional Development Task Force recommended that "teachers in general education learn about special education" (President's Commission on Excellence in Special Education, 2002). This recommendation is consistent with a legislative priority supported by the National Association of State Directors of Special Education (NASDSE, 2001) to place a greater emphasis on the infusion of quality teaching for both general and special educators. This priority explicitly acknowledges that "the success of all children is dependent on the quality of both special education and general education...and that special education is not a place apart, but an integral part of education."

The message is clear. General educators must become more knowledgeable about instructing students with a diverse range of learning needs. Special educators need to become more knowledgeable about strategies that will provide access to academic content standards for students with disabilities. Both types of teachers need to encourage a continuous flow of communication and collaborative planning activities to meet the instructional and assessment needs, including the use of accommodations, of students with disabilities.

***Additional information to use with Slides 3, 7**

Discussion Activity #1

Directions: This activity can be completed in small discussion groups. Each person in a small group could answer one question and then share responses with the group.

1. What benefits have you seen for students with disabilities as a result of access to academic content standards?

2. Are your state's academic content standards readily available to all school staff? If not, what are your suggestions for improvement?

3. Do all students have access to instruction on academic content standards? If not, what are your suggestions for improvement?

4. Think of a student with disabilities who has met proficiency on your state tests. What did it take to bring this student to proficiency?

5. Think of a student who has not met proficiency on your state tests. What would it take to bring this student to proficiency?

Form D-Part 2: State Accommodations

NOTE: For Instructional Accommodations and Modifications use Form I.

Accommodations

Check all accommodations to be provided to this student, see Note (4)

MATH

Administration Accommodations

01	Braille edition of assessment	<input type="checkbox"/>
02	Large-print edition of assessment	<input type="checkbox"/>
04	Oral reading of assessment	<input type="checkbox"/>
05	Signing of assessment	<input type="checkbox"/>
06	Paraphrasing, see Note (2)	<input type="checkbox"/>
10	Other Administrative Accommodations	<input type="checkbox"/>
	Use of assistive devices	<input type="checkbox"/>
	Use of visual aids	<input type="checkbox"/>
	Other: <i>Specify</i>	<input type="checkbox"/>

Timing Accommodations

20	Extend time allotted to complete Terra Nova survey, see Note (3)	<input type="checkbox"/>
21	Administer test using more than allotted periods	<input type="checkbox"/>
22	Other Timing Accommodation: <i>Specify</i>	<input type="checkbox"/>

Response Accommodations

35	Use of scribe to record student response in test booklet	<input type="checkbox"/>
	Student taped response	<input type="checkbox"/>
	Signed response	<input type="checkbox"/>
	Pointing to respond	<input type="checkbox"/>
	Oral response	<input type="checkbox"/>
	Use of a braille	<input type="checkbox"/>
	Use of communication device	<input type="checkbox"/>
	Use of computer/word processor/typewriter for responding	<input type="checkbox"/>
39	Use of Calculator, Math tables, etc.	<input type="checkbox"/>
44	Other: <i>Specify</i>	<input type="checkbox"/>

Setting Accommodations

50	Testing individually	<input type="checkbox"/>
51	Testing with small groups	<input type="checkbox"/>
53	Other Setting Accommodations: <i>Specify</i>	<input type="checkbox"/>

COMMUNICATION ARTS

Administration Accommodations

01	Braille edition of assessment	<input type="checkbox"/>
02	Large-print edition of assessment	<input type="checkbox"/>
04	Oral reading of assessment, see Note (1)	<input type="checkbox"/>
05	Signing of directions only	<input type="checkbox"/>
06	Paraphrasing, see Note (2)	<input type="checkbox"/>
10	Other Administrative Accommodations	<input type="checkbox"/>
	Use of assistive devices	<input type="checkbox"/>
	Use of visual aids	<input type="checkbox"/>
	Other: <i>Specify</i>	<input type="checkbox"/>

Timing Accommodations

20	Extend time allotted to complete Terra Nova survey, see Note (3)	<input type="checkbox"/>
21	Administer test using more than allotted periods	<input type="checkbox"/>
22	Other Timing Accommodation: <i>Specify</i>	<input type="checkbox"/>

Response Accommodations

35	Use of scribe to record student response in test booklet	<input type="checkbox"/>
	Student taped response	<input type="checkbox"/>
	Signed response	<input type="checkbox"/>
	Pointing to respond	<input type="checkbox"/>
	Oral response	<input type="checkbox"/>
	Use of a braille	<input type="checkbox"/>
	Use of communication device	<input type="checkbox"/>
	Use of computer/word processor/typewriter for responding	<input type="checkbox"/>
39	Use of Calculator, Math tables, etc.	<input type="checkbox"/>
	Other: <i>Specify</i>	<input type="checkbox"/>

Setting Accommodations

50	Testing individually	<input type="checkbox"/>
51	Testing with small groups	<input type="checkbox"/>
53	Other Setting Accommodations: <i>Specify</i>	<input type="checkbox"/>

Note (1): Oral reading for Communication Arts invalidates the test resulting in the child being reported in Level Not Determined, except for children identified as Blind/Visually Impaired who use oral reading as their primary instructional method

Note (2): Paraphrasing test questions invalidates all MAP Assessments

Note (3): If used, the score cannot be compared with scores generated under standard conditions.

Note (4): Use of magnifying equipment, amplification equipment, graph paper and testing with teacher facing student are not listed as accommodations as these are no longer required to be reported as accommodations for the MAP subject area assessments.

Additional information to use with Slides 15-19, 21, 22

Alternate Form I

Indicate below the accommodations and modifications for the student to be used in general and/or special education and supports to be provided to school personnel.

Location												Frequency				Duration*	
All Areas	Language Arts	Mathematics	Science	Social Studies	Health	Fine Arts	PE/Athletics	Reading	Related Services	Other:	Modifications/Accommodations	Daily	Weekly	Monthly	Other:	Beg. Date	End Date
											1. Grading						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Modify weight of course examinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Modify weight of course components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use weekly grade checks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
											2. Text						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Taped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Highlighted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide home set of textbooks/materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Study Guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Large Print	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adapted or simplified text/material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
											3. Lectures						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Taped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Note taking assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Preferential Seating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teacher provides notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Study Guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
											4. Test/Exams						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Oral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Short Answer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extended time for completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Taped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Multiple sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Exams of reduced length	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Open book exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Read test to student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Modify Test Format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Record student responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Alternative setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
											5. Environment						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Preferential seating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Alter physical room arrangement (describe)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adjustments for speech intelligibility/fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Study carrel for independent work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Additional information to use with Slides 15-19, 21, 22

Documenting Accommodations on a Student's IEP

For students with disabilities served under IDEA, determining appropriate instructional and assessment accommodations should not pose any particular problems for IEP teams who follow good IEP practices. With information obtained from the required summary of the student's present level of academic achievement and functional performance, the process of identifying and documenting accommodations should be a fairly straightforward event. The present level of academic achievement and functional performance is a federal requirement in which IEP team members must state "how the child's disability affects the child's involvement and progress in the general education curriculum—the same curriculum as nondisabled children" (34 CFR [Section 300.346]).

Depending on the design and overall format of a typical IEP, there are potentially three areas in which accommodations can be addressed:

1. "Consideration of Special Factors" (34 CFR [Section 300.346]). This is where communication and assistive technology supports are considered. The present level of academic achievement and functional performance must document the need for these supports (e.g., Braille) in terms of facilitating access to the general curriculum and participation in standards-based assessments. IDEA requires assistive technology (AT) devices and services to be considered for students with disabilities. AT is considered an accommodation and in this case, a technological device or service that helps to "level the playing field."
2. "Supplementary Aids and Services" (34 CFR Section 300.28). This area of the IEP includes "aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate." This also includes any instructional accommodations needed by the student to participate in the general curriculum (e.g., providing a student with a physical impairment with the opportunity to use a word processor or other writing aids). The driving force behind the identification of supplementary aids and services is to ensure consideration of the least restrictive environment (LRE).
3. "Participation in Assessments" (Section 300.138). This section of the IEP documents accommodations needed to facilitate the participation of students with disabilities in general state and district-wide assessments.

Information obtained from the most recent re-evaluation, results of state and district-wide assessments, input from special and regular education teachers, and information obtained from the student and parents should serve as a solid foundation for making "consistent, coherent, and legally defensible" (DeStefano & Shriner, 2003) decisions about the identification and use of appropriate instructional and assessment accommodations for students with disabilities.

Additional information to use with Slides 5, 25-36

Administering Assessments and Accommodations

State policies specify practices to assure test security and the standardized and ethical administration of assessments. Test administrators, proctors, and all staff involved in test administration must adhere to these policies. The Code of Professional Responsibilities in Educational Measurement (NCME, 1995) states that test administrators and others involved in assessments must:

- Take appropriate security precautions before, during, and after the administration of the assessment.
- Understand the procedures needed to administer the assessment prior to administration.
- Administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur.
- Avoid any conditions in the conduct of the assessment that might invalidate the results.
- Provide for and document all reasonable and allowable accommodations for the administration of the assessment to persons with disabilities or special needs.
- Avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment.
- Failure to adhere to these practices may constitute a test irregularity or a breach of test security and must be reported and investigated according to state and local testing policies.

Once decisions have been made about providing accommodations to students, the logistics of providing the accommodations must be considered. In this case, logistics simply refers to how the accommodations will be provided. Instructional accommodations must be provided by the staff providing instruction during any period that necessitates the accommodation. During assessments, many students may require accommodations at the same time, so thoughtful planning is critical. It is not uncommon for members of the IEP team, most often special education teachers, to be given the responsibility for arranging, coordinating, and providing assessment accommodations for all students who need them. Thus, it is essential that everyone involved in this process know and understand the requirements and consequences of using accommodations in district and state assessments.

Additional information to use with Slides 37-54